Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026-2027 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

*If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.*

School Overview

Detail	Data
School name	Lakeside Primary School
Number of pupils in school	470 mainstream
Proportion (%) of PDG eligible pupils *(this does not include dual registered pupils)*	6 pupils (Y1 – Y6) 2 pupils (EYPDG) 3 pupils (WB class) 1.7%
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Liz Harries IP
PDG Lead	Beth Williams
Governor Lead	George Tackley

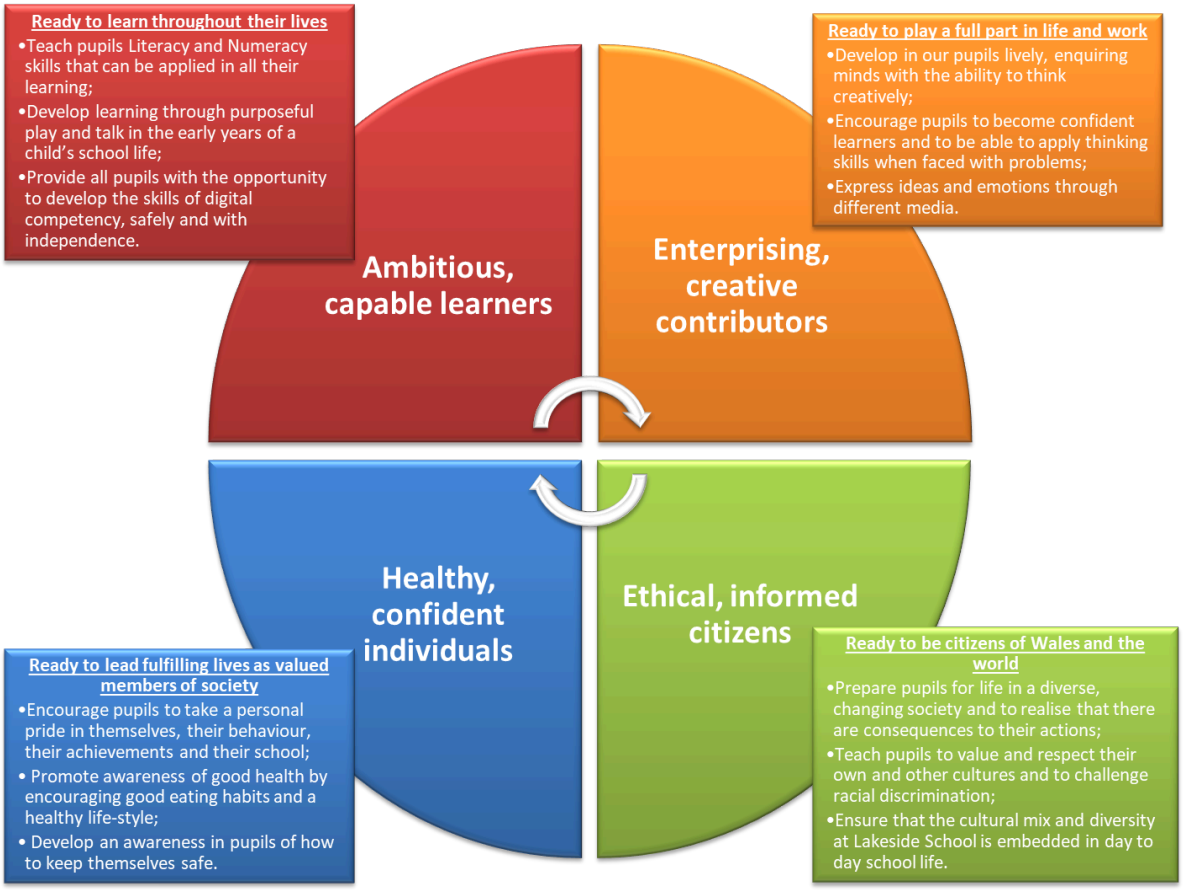
Funding Overview

Detail	Allocation Amount	Projected spend
PDG funding allocation this academic year £19,550 (plus smoothing allocation) £15,153	EY PDG = £0	Staff costs = £33,449
	PDG = £34,703	Thrive subs = £1,254
	Total = £34,703	Total = £34,703
Total budget for this academic year	£2,480,034	

Part A: Strategy Plan

Statement of Intent

The



Lakeside vision for learning is a vision for all of our learners. We are an inclusive school and seek to remove all barriers to learning our children may experience.

The Pupil Development Grant

The purpose of the Pupil Development Grant (PDG) funding at Lakeside is to make a lasting impact on outcomes for disadvantaged learners. The third enabling objective from the national mission is to ensure we have strong and inclusive schools committed to excellence, equity and wellbeing and it is essential that there is a whole school approach to improving outcomes for pupils entitled to free school meals.

What is the purpose of the PDG?

According to Welsh Government, "The PDG should be used to support the needs of all children who are or have been eFSM in the previous two years or are looked after. At Lakeside, the PDG is intended to provide support to disadvantaged learners to overcome the additional barriers that prevent those from disadvantaged backgrounds achieving their full potential.'

At Lakeside, we integrate these plans for using the PDG into the overall school development plan:

1) **Progress in learning:**

We use a range of interventions as part of a whole-school strategy for high quality learning and teaching. Staff are clear in what to expect from an intervention, they monitor progress and evaluate the effectiveness. Leaders balance whole-school and targeted interventions to ensure that every eFSM pupil benefits as an individual and that the school as a whole improves its capacity to support all pupils to reach their full potential, including more able learners.

2) Enrichment Actvities:

At Lakeside we actively encourage outdoor activities, visitors to school and trips. Particularly with the cost of living crisis facing all families, we will support families who are in need with the costs of these.

3) Thrive and emotional support:

Lakeside is a Thrive School. We have 6 Thrive Practitioners who are able to support children's emotional health and wellbeing needs across the school, As part of this, we support our year 6 pupils as they look forward to their transition to High School through a Cluster Elsa transition programme.

Lakeside Learners:

We encourage all our Lakeside children to become:



- Resourceful
- Resilient
- Collaborative
- Independent

We teach our children to become lifelong learners through the development of our Lakeside Learner characters.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	**Success criteria**
1) Progress in Learning	Children make good progress from their baseline starting points in literacy and numeracy.
	Welcomm – screening and early years Intervention toolkit – research shows that many primary school children have unidentified speech and language difficulties. At Lakeside we use the Early Years Welcomm toolkit to quickly and easily identify children needing support. The toolkits comes with a range of play-based activities so that support is provided whether or not a child is referred to a speech and language therapist **Language Links** – screening and intervention toolkit to support expressive and receptive language developmental needs At Lakeside we screen all reception children and provide a quality intervention programme to support early language development needs.

Intended outcome	Success criteria
	Rapid Readers - is a literacy programme, which offers intensive support for guided reading, letter and phonic work, and word / sentence level writing. **Maths Factor -** supports numeracy skills and is an individualised catch up programme. Both interventions have had extremely good results over a number of years in Lakeside and children enjoy these small group approach to their learning.
2) Enrichment Activities	Extra curricular activities are kept at as low cost as possible for parents / families. School is able to support families where identified School and PTA events are planned with low cost / high output in mind
3) To effectively support the mental, emotional and social wellbeing of all pupils	**Lakeside has 5 Thrive practitioners who have completed the 10 full days training. Other members of staff receive whole school training and shorter courses for specific areas, such as attachment** Children can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. Children have an awareness of the feelings of others. Children are aware of when others are kind to them and when they are kind to others. Moving up through developmental strands on individual Thrive Profiles. The Thrive Approach uses evidence from attachment theory research to highlight the importance of building trusting relationships between adults and children/young people that can evolve as the child develops in a way that supports the child's optimal social and emotional development. ● The Thrive Approach helps adults build safe and supportive relationships so that children and young people are open to learning. ● Thrive uses attachment theory to understand children and young people's diverse, confusing and sometimes distressing behaviour. ● Thrive's relational stance enables adults to help children and young people to learn to trust, building their resilience and capacity to regulate their emotions.
Elsa and year 6 support	Cluster based Emotional Literacy support for year 6, particularly around the transition from primary school to high school